

## **Diphthongs: oi and oy**

Objectives: The student will read/write words with the /oi/ sound spelled oi and oy in isolation and in context. The student will complete an /oi/ wordsearch puzzle.

Warm-up: Review the short and long vowel sounds/motions.

### Procedures:

1. Do word sort with oi and oy words on a pocket chart.  
Discuss how the words are the same/different.
2. Explain that oi and oy are called diphthongs. Explain that they are a special type of vowel team that when we say them, we use 2 mouth positions (front to back). Practice /oi/ by watching a friend say the sound.
3. Teach that when the /oi/ sound is at the beginning or middle of a word/syllable, we use the diphthong oi; when the /oi/ sound is at the end of a word/syllable, it is spelled with the diphthong oy.
4. Have students read the words from the word sort activity (step #1). Remove the cards.
5. Split class in half to read the stories “Oink, Oink” and “Roy and Troy”. Switch groups.
6. Do Ed Helper clue paper. Have students read the clues, decide on an answer, stretch the /oi/ word, and write it on the given lines. This paper will be used at a later time when the students are working on the wordsearch.
7. Dictate the following sentences for the students to write:  
  
\*He lost the coin in the moist soil.  
\*The boys will enjoy the toys.
8. Review the /oi/ sound and how its placement determines if the oi or the oy is used. Students can work on wordsearch .

\*words for the word sort to be placed on cards:

annoy, enjoy, soil, decoy, boy, joy, toy, coin, join, spoil, Troy,  
oil, moist, point

EdHelper wordsearch can be found on our coaches website.